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ABSTRACT

This guide outlines a nine to eighteen week course of study for secondary level students on the history of Russia and the Soviet Union. The course teaches the concepts of change and continuity, cause and effect, structural complexity, societal interdependence, freedom and obligation, human needs and cultural functioning, and national behavior patterns. Suggested teaching techniques include the use of readings, audio-visuals, classroom discussion, debates, lectures, and student research and reports. The guide treats five major topics: (1) the origins of the Russian people as a matter of historical speculation, (2) the formative years of the Russian nation and the development of autocracy, (3) the Russian autocracy's retention and consolidation of power while withstanding great stresses and strains, (4) the failure of Russian autocracy to accommodate itself to change, and (5) the confronting of the world by the Soviet Union as a great and changing nation which still holds to the continuity of the past. Behavioral objectives, suggested activities and procedures, resource materials, and evaluation techniques are provided for each topic. A bibliography of basic texts and other references and a list of periodicals, films, filmstrips, maps, tapes and transparencies for Russian history are included. (Author/RM)

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WORLD HISTORY SERIES



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Supplement to
Bulletin 216

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Social Studies
Secondary Curriculum Guide
on

RUSSIAN HISTORY

Bulletin No. 258

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

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PREFACE AND ACKNOWLEDGMENTS

During the summer of 1971, several of the units in the Modern World History course of study were expanded to permit their use for a semester course of variants thereof that will enable teachers to provide for student interest. As the units now stand, they can be used as options within the Modern World History course or be offered independent of it. The existing units on Russia and the Far East have been revised and expanded and new units on Latin America and Afro-America have been developed.

The Russian materials were developed by Robert Appleton (Bethesda-Chevy Chase); and the unit on Latin America by Paul Magee (Montgomery Village). Stephen Perialas (Walter Johnson) was responsible for the Far East materials; and Harry Kelly (Poolesville), Donald Housley (Wheaton), and Thomas Walker (Magruder) contributed the unit on Afro-America. All workshops were conducted under the general supervision of Kieran J. Carroll, Department of Curriculum and Instruction.

Table of Contents

	Page
Preface and Acknowledgments	iii
Introduction	vii
Topics:	
I. The origins of the Russian people are a matter of historical speculation.	1
II. The formative years of the Russian nation saw the development of autocracy.	4
III. The Russian autocracy retained and strengthened its power while withstanding great stresses and strains.	6
IV. The Russian autocracy failed to accommodate itself to change.	13
V. Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.	20
Important Dates in Russian History	38
Basic Texts and Other References	42
Periodicals	45
Films and Filmstrips	46
Maps, Tapes, Transparencies	47

INTRODUCTION

This course of study on the history of Russia and the Soviet Union has been written in response to the increasing interest which both twelfth grade social studies teachers and senior students have expressed in elective-semester courses in specific areas of study. This study is both an expansion of the unit which has been written for the Modern World History course and a new and more extensive curriculum guide for such an offering in Russia and the Soviet Union. The bibliography has been revised and extended to include more contemporary sources.

The study has been designed so that students and teachers may practice behavioral objectives within the context of a conceptual or thematic approach to the Russian historical experience. Teachers and students are encouraged to practice the skills of receiving and manipulating information, understanding and applying information, analyzing relationships and synthesizing processes, and evaluating knowledge in terms of the student's value system.

The format of this study has been arranged for teachers and students who are studying Russia together for a period of from nine to eighteen weeks. An attempt has been made to allow each study section to be considered separately or in combination with other study sections for smoothness of continuity and clarity of meaning. Two-thirds of the time should be spent on the Soviet Union.

Throughout this study, the concepts of change and continuity, cause and effect, structural complexity, societal interdependence, freedom and obligation, human needs and cultural functioning, and national behavior patterns have been emphasized.

- I. *The origins of the Russian people are a matter of historical speculation.*

Behavior and Content

Gather information on and understand the geography of Russia.

Suggested Activities and Procedures

Point out that Russia's basic problems have been based on her geography:

1. Russia's vast size has caused problems in communication and transportation.
2. Russia has been susceptible to invasion from both the East and the West.
3. Russia is a land-locked nation, thus having an impetus to break out in the West.
4. Russia has a short growing season.

Ask students to give evidence that today the Soviet Union still has these problems.

On an outline map of the USSR, locate the following:

1. Countries which surround the Soviet Union
2. Waters: Arctic Ocean, Black Sea, Caspian Sea, Lena River, Ob River, Mediterranean Sea, Volga River, Yenisei River, Pacific Ocean
3. Industrial cities and commercial centers: Archangel, Baku, Dnepropetrovsk, Kharkov, Kiev, Leningrad, Magnitogorsk, Moscow, Murmansk, Novosibirsk, Odessa, Omsk, Volgograd (Stalingrad), Tashkent, Vladivostok
4. Trace the route of the Trans-Siberian Railroad.
5. Label the fifteen Soviet Socialist Republics: Russian Soviet Federal Socialist Republic, Estonia, Latvia, Lithuania, Byelo-Russia, Ukraine, Moldavia, Georgia, Azerbaijan, Armenia, Kazakh, Uzbek, Turkman, Kirghiz, and Tadzhik

Show a transparency of the expansion of Russia, pointing out the acquisitions of the various leaders.

Show and discuss the film The Soviet Union F 2077.

Ask students to make some speculative conclusions as to what effect geography has had on Russia's history.

Sources:

USSR

The Hammond Transparency
C. S. Hammond and Co.
Maplewood, N. J.

The Soviet Union in Maps
Denoyer-Geppert Company
Chicago, Illinois

World History Series (Wall Maps)
Expansion of Russia in Asia PH-73
Expansion of Russia in Europe PH-72
Rand McNally

Rieber and Nelson, Study of the USSR and Communism: An Historical Approach, "Russian Panorama: a View of the Country," pp. 12-19

Evaluation

Note the ability of students to analyze geographic data and make tentative conclusions on its historic significance. Do this by issuing a map to students on which some of the data is incorrect. Observe students' ability to apply factual knowledge in correcting erroneous information.

- I. *The origins of the Russian people are a matter of historical speculation.*

Behavior and Content

Understand that the origins of the Russian people are controversial.

Suggested Activities and Procedures

Assign pp. 3-14 Hancave, Russia: A History pointing out the various theories of the origins of the Russian people. Ask the students to debate the question of the most plausible explanation(s) on the matter.

Lecture on the role of archeology and other sciences in the writing of ancient history.

Sources:

Ewing, Slavic Culture, pp. 322-325.

Vernadsky, A History of Russia.

---, Ancient Russia.

Evaluation

Note the ability of students to understand the problems involved in tracing the origins of the Russian people.

II. *The formative years of the Russian nation saw the development of autocracy.*

Behavior and Content

Understand that the development of the Russian state resulted in autocracy.

Suggested Activities and Procedures

Assign pp. 15-26 in Harcave's Russia: A History, emphasizing particularly the political decentralization of the Kievan city-states, the cultural influence of Byzantium, and the defensive posture of the area. Discuss the Russian Primary Chronicle as an historical source. Lead a general discussion on the purposes and problems of historiography.

Assign pp. 26-39 to determine the effect of the Mongolian appanage upon the Russian society.

Have a student research and report the influence of the Byzantine culture on Russia.

Ask a student to discuss the effect of the Mongol period on Russia.

Sources:

Rieber and Nelson, Study of the USSR and Communism: An Historical Approach,

"Russian Panorama," pp. 12-19;

"The Russian Character," pp. 20-22;

"A Siberian Journey," pp. 22-27;

"The Volga River," pp. 30-33;

"The Rise of Muscovy," pp. 53-56.

Ewing, Slavic Culture, pp. 325-330.

Vernadsky, A History of Russia.

---, Kievan Russia.

---, Mongols and Russia.

Evaluation

Give short essay and identification test on the basic historical development and figures of the period to the end of the Mongol era.

II. *The formative years of the Russian nation saw the development of autocracy.*

Behavior and Content

Understand that the development of the Russian state resulted in autocracy.

Suggested Activities and Procedures

Assign Harcave, pp. 41-64 and pp. 65-91. Calling attention to the forces and the personalities (Ivan III, Basil III, and Ivan IV) which were responsible for the development of the Russian Muscovite state to the time of Peter the Great.

Have a class discussion on the characteristics of Russian autocracy as shown in the interrelationships between the Tsar, the nobility, the church, serfdom, and national defense.

Ask a student to discuss Ivan the Terrible as the "Model Autocrat."

Ask students to attempt a thorough description of Russia during the 16th century.

Lecture on "Time of Troubles" and its significance to the development of the autocratic institutions.

Sources:

Rieber and Nelson, Study of the USSR and Communism: An Historical Approach,

"Autocracy and the First Tsar," pp. 56-60;

"Yermak - Conqueror of Western Siberia," pp. 61-66.

Ewing, pp. 330-333.

Film - The Kremlin, Parts I and II, available from McGraw Hill, Inc.

Blum, Lord and Peasant in Russia, pp. 122, 128, 135-153.

Grey, Horizon History of Russia, pp. 116-138.

Evaluation

Have students in small group discussions speculate on the varied implications which the Russian version of autocracy contains.

- III. *The Russian autocracy retained and strengthened its position while withstanding great stresses and strains.*

Behavior and Content

Understand the strengths and weaknesses of the Russian autocratic system as they developed during the "interregnum."

Suggested Activities and Procedures

Have students draw up a statement of demands of the nobility and then analyze them in relation to the position of the Tsar and the common people, particularly the serfs.

Lead a discussion on the importance of the "Ulozhenie" of 1649 and the Raskol.

Sources:

Harcave, pp. 118-126.

Blum, Lord and Peasant in Russia, pp. 247-276.

Evaluation

Do the students understand how the power system evolved in autocratic Russia along with serfdom?

- III. *The Russian autocracy retained and strengthened its position while withstanding great stresses and strains.*

Behavior and Content

Receive, manipulate, and understand information on the era of Peter the Great.

Suggested Activities and Procedures

Make a list of the ways Peter I strengthened the autocratic principles and/or made fundamental changes in Russia. Discuss the list as it applies to the class structure which gave substance to the autocracy.

Evaluate Peter I's efforts to provide for Russia's national security.

Have the students debate the issue of whether or not Peter's foreign policy was aggressive or defensive in nature.

Have several students read one of the various sources in Olivia, Russia and the West and hold a forum on the different points of view which the writings bring to bear on the era of Peter the Great.

Ask students for discussion purposes whether Peter deserves the title "The Great."

Sources:

Harcave, pp. 95-117.

Oliva, Russia and the West From Peter to Khrushchev, pp. 2-26.

Rieber and Nelson, "The Role of Peter the Great," pp. 66-72.

Ewing, pp. 334-336.

Evaluation

Give a written test which evaluates the students' ability to understand the relationship between time, circumstances, and personality in the era of Peter I.

- III. *The Russian autocracy retained and strengthened its power while withstanding great stresses and strains.*

Behavior and Content

Understand that the era of Catherine the Great significantly strengthened the autocratic power.

Suggested Activities and Procedures

Draw up a list of terms which are designed to show how Catherine gained, held, and enhanced the power of the autocrat. Discuss how each demonstrates the issue.

Discuss the personal characteristics Catherine possessed which allowed her to strengthen the autocracy.

Lead a discussion on significance of the character of the nobility.

Sources:

Harcave, pp. 127-142.

Oliva, pp. 34-37.

Ewing, pp. 336-338.

Rieber and Nelson, "Catherine the Great - A Successful Tyrant,"
pp. 73-75.

Evaluation

Have students write an examination which evaluates their ability to draw conclusions from historical incidents.

- III. *The Russian autocracy retained and strengthened its power while withstanding great stresses and strains.*

Behavior and Content

Understand that Russia's international position was greatly enhanced during Catherine's reign.

Suggested Activities and Procedures

Lecture on the background to international affairs as Catherine came to power, emphasizing the Polish and Turkish issues.

Review the expansion of Russia during the period.

Divide students into study groups to trace the Polish and Turkish situations and allow them to teach the various aspects of the problems to one another.

Sources:

Harcave, pp. 143-164.

Oliva, pp. 48-49.

Rieber and Nelson, "Cossacks of the Ukraine," pp. 33-35.

Soviet Union in Maps, pp. 4-5

Ewing, pp. 336-339.

Evaluation

Do the students understand the implications of Russia's accomplishments in international affairs?

- III. *The Russian autocracy retained and strengthened its power while withstanding great stresses and strains.*

Behavior and Content

Understand that the cultural enlightenment during Catherine's reign did not reform the autocratic system.

Suggested Activities and Content

Have a small group of students describe the Russian society of Catherine's time.

Have several students research the personalities involved in Russia's educational, scientific, and architectural renaissance.

Hold an open forum on the question: Is "Enlightened Despot" a contradiction in terms?

Sources:

Harcave, pp. 165-183.

Froncek, The Horizon Book of the Arts of Russia.

Oliva, pp. 42-46; 49-58.

Rieber and Nelson, "Catherine the Great - Successful Tyrant," pp. 73-75.

Evaluation

Do students understand that the autocratic power structure was not affected by Catherine's interest in liberal ideas?

- III. *The Russian autocracy retained and strengthened its power while withstanding great stresses and strains.*

Behavior and Content

Analyze the relationship between reform and reaction within the Russian State under Alexander I and Nicholas I.

Suggested Activities and Procedures

Divide the students into research groups to study the struggle between reform and reaction during the reigns of Alexander I and Nicholas I. Have them look for the basic reasons for the struggle and its significance to Russian society. Include personalities and character of the Czars; close advisors; the general situation within Russia and in Europe; the role of the Decembrists, Westernizers, and Slavophiles; the rise of the civil service bureaucracy, national police, and Russification programs.

Have students discuss the idea that Nicholas I was a "truer" Czar than Alexander I.

Have the students reflect upon the pressures with which the autocratic system had to deal following the Napoleonic Era. Predict some possible outcomes.

Make a study list of the historical terms and discuss them as they reflect the tensions which the autocracy was experiencing.

Explore the meaning and significance of "Autocracy, Orthodoxy, and Nationalism" to the people of the time. Measure the reaction of the intelligentsia to this theme.

Sources:

Harcave, pp. 212-226, 227-247, 277-297.

Oliva, pp. 60-61, 62, 70-71, 73-78, 79-88, 90-108.

Evaluation

Do the students understand that reaction was basic to and reform was alien to the internal security of autocratic Russia?

III. *The Russian autocracy retained and strengthened its power while withstanding great stresses and strains.*

Behavior and Content

Understand and apply information on Russia's military and diplomatic position, 1800-1917.

Suggested Activities and Procedures

Lecture on Russia's international position during this period to highlight the general characteristics.

Prepare a study sheet on Russia's military-diplomatic history for the period 1800-1917 under the titles: Issues, Conflicts, and Outcomes.

Ask students to determine from the sheet the basic characteristics of this part of Russian diplomatic and military history.

Have a map exercise with students, noting on a map of Russia its expansion during the nineteenth century.

Have students report on the role of Alexander I at the Congress of Vienna; the role of Russia in the revolutions in Eastern Europe; the Russian position in Asia and at the treaty of Portsmouth; and the development of the European alliance system following the Congress of Berlin.

Have the students discuss the implications of the Russian military-diplomatic history of the period.

Have students determine the significance of these wars, treaties, and alliances to the international position of Russia during this time.

Sources:

Harcave, pp. 189-205, 261-274, 359-389, 445-451.

Soviet Union in Maps, p. 7.

Oliva, pp. 62-69, 92, 109-119, 147.

Rieber and Nelson, "Russian Expansion in the Eastward Movement," pp. 97-102.

Evaluation

Give a test which requires students to synthesize and draw valid conclusions concerning Russia's military-diplomatic affairs, 1901-1917.

IV. *The Russian autocracy failed to accommodate itself to change.*

Behavior and Content

Receive, manipulate, and understand information on the era of Alexander II and Alexander III.

Suggested Activities and Procedures

Have students discuss the basic difficulties which the serf problem presented to the autocracy.

Discuss the validity of this statement: "The economic backwardness of Russia in the 19th century can be attributed principally to serfdom and the life style of the nobility."

Have a student research how the emancipation was accomplished and the problems it created, and the long-range consequences of the policy. Have students evaluate their predictions with the historical evidence.

Have student groups divide and report on the other reforms and their implications to the society.

Lead a discussion with the students on the beginnings of industrialization and its significance to the Russian power structure.

Sources:

Harcave, pp. 277-295, 295-300, 307-328, 329-347, 347-350, 390-393.

Oliva, pp. 120-123, 128-134.

Rieber and Nelson, "Study in Misery: A 19th Century Russian Peasant," pp. 90-94.

Ewing, pp. 368-369.

Evaluation

Do the students understand that the reforms constituted a direct threat to the autocracy and brought about significant changes?

IV. *The Russian autocracy failed to accommodate itself to change.*

Behavior and Content

Analyze the relationships between intellectual controversies and the political and economic stresses and strains of the 19th century.

Suggested Activities and Procedures

Lead a discussion on general problems of defining reactionaryism, liberalism, and radicalism.

Divide class into study-presentation groups which are designed to explore the basic characteristics of the reactionaries (Slavophiles, etc.); the liberals (westernizers, moderates); and the radicals (Socialists, Marxists, anarchists, etc.).

Have each group speak to a small number of students about the similarities and differences of the intellectual divisions and explore their implications to the autocratic system.

Have each student decide his own choice of the most meaningful intellectual of the time.

Play the record/filmstrip Revolution in Russia, Part I. Discuss for clarification.

Show film The Cherry Orchard. Discuss it as a reflection of the social and economic changes going on within Russia.

Allow students to read an author, a book, or selections; and have them comment on the readings as they reflect on the author, his views, or the significance of the material to Russia's experience of the time.

Sources:

Harcave, pp. 248-260, 297-306.

Oliva, pp. 123-128, 135-143, 153-155, 399-400.

Rieber and Nelson:

"A Nineteenth Century Intellectual," pp. 75-78"

"The Man Who Was Against Everything: A 19th Century Nihilist," pp. 79-84;

"Populism and Revolution," pp. 84-90;

"Karl Marx, Prophet of Communism," pp. 114-115;

"George Plekhanov, Father of Russian Marxism," pp. 116-121.

Tolstoy, War and Peace, Anna Karenina, Short Stories.

Gogol, Dead Souls, The Inspector General.

Turgenev, Fathers and Sons, Smokie, Virgin Soil.

Chekhov, The Cherry Orchard, Uncle Vanya, Short Stories.

Goncharov, Oblomov.

Dostoyevsky, Crime and Punishment, The Brothers Karamazov, The Possessed, Short Stories.

Evaluation

Give a test which allows the students to evaluate their understanding of the relationship between the intellectual climate and the tensions facing the autocratic power structure.

IV. *The Russian autocracy failed to accommodate itself to change.*

Behavior and Content

Understand and analyze the cultural life of Russia in the 19th century.

Suggested Activities and Procedures

Music

Have the music teacher or a musically inclined student comment critically on Russian composers of the 19th century.

Have students bring in records of the Russian classics and folk tunes and hold a "music in." Have each participant give a short background to the music.

Theater

Interested students might present a one-act play or portions of lengthier works; e.g., "Cherry Orchard," "Sea Gull," or "Inspector General."

Show film, The Cherry Orchard, F4426. Discuss as a part of Chekhov's art form.

Dance

Have a student research and report on Sergei Diaghilev, the Russian ballet producer and art critic.

Students might utilize one of the following films: Steps in the Ballet, F212 or Humor in Music, F4908 or texts such as George Balanchine's Great Ballets. A student of the dance might give a demonstration.

Literature

Have a group of students read selected stories or a novel by one of the 19th century Russian writers and comment on the authors as observers of their times and as literary artists.

Visual Arts

Have students report on Russian ceramics, art metalwork, textiles, and enamel work (see especially Carl Fabergé) and jewelry of the 19th century - not as folk arts but as cultural expressions of the autocracy.

Sources:

Harcave, pp. 248-251, 352-357.

The Horizon Book of the Arts of Russia, chaps. 6, 7, 8, 9.

Selected records of Russian music and composers

Selected works of the authors

Evaluation

Do the students have a feeling for the basic characteristics of Russian cultural life at the turn of the century?

IV. *The Russian autocracy failed to accommodate itself to change.*

Behavior and Content

Understand that the reign of Nicholas II symbolizes the failure of the autocratic power system to recognize the necessity for substantive change.

Suggested Activities and Procedures

Lead a discussion reviewing the general conditions and problems facing the Russian power structure.

Assign research teams to explore the background to and significance of the Russo-Japanese War of 1904-05, the Revolution of that year, to the role of the Duma, autocratic reforms, and the personality of Tsar Nicholas II.

Encourage some students to read Massie's Nicholas and Alexandra or Troyat's Daily Life in Russia under the Last Tsar. Discuss their part in clarifying this period of time.

Show film Nightmare in Red, Part I, and discuss its implications to the decline of the autocracy and the rise of the revolutionary forces.

Sources:

Harcave, pp. 408-476.

Oliva, pp. 145-146, 148-151, 162, 163-164, 173-177.

Rieber and Nelson, "Daily Live in Russia Under the Tsar," pp. 95-97;
"Bloody Sunday" and "The First Great Russian Revolution,"
pp. 102-106.

Massie, Nicholas and Alexandra.

Nightmare in Red, Part I, F1403.

Evaluation

Ask students to correct or verify the positions they took on their research.

IV. *The Russian autocracy failed to accommodate itself to change.*

Behavior and Content

Understand that Russia's participation in World War I contributed to the downfall of the autocracy.

Suggested Activities and Procedures

Ask the students to review possible implications of Russia's treaty commitments to its international position and its internal development during the late nineteenth and early twentieth centuries.

Have the students find evidence which either supports, modifies, or rejects their speculations on the issue.

Have a group of students research the relationship between the military commitments and the home front.

Ask the students who are reading Nicholas and Alexandra to comment on the role of the Tsar, Tsarina, and Rasputin in the matter.

Sources:

Harcave, pp. 452-476.

Oliva, pp. 145-146, 147-148, 173-174, 174-177.

Massie, Nicholas and Alexandra.

Evaluation

Ask the students to prepare a list of test questions which they think would adequately evaluate their understanding of the relationship between World War I and the collapse of the autocracy. Test and evaluate with them.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Receive and manipulate information on the Provisional Government's failure to meet Russia's pressing needs.

Suggested Activities and Procedures

Play EAU Record/Filmstrip The Russian Revolution, Part I to present an overview.

Have the students critically discuss Kerensky's role as leader of the Provisional Government.

Ask a student to read in either Kerensky's Russia's Turning Point or The Catastrophe and comment critically on Kerensky's views.

Discuss the statement: "The trouble with the Provisional Government was too much democracy."

Have students prepare a sheet with two columns - "Problems" and "Outcome." Then have them study the Provisional Government with the objective of noting the reasons for its failure.

Have a student compile a diary of the great events from February to November, 1917. Report to class on his or her conclusions.

Sources:

Harcave, pp. 481-499.

Rieber and Nelson, USSR and Communism: "The February Revolution," pp. 106-111.

Curtiss, Russian Revolutions of 1917

"Formation of the Petrograd Soviet," p. 115;

"Proclamation of the Provisional Government," pp. 116-117;

"Conditions of the Troops at Front," pp. 146-48;

"Rising Tide of Agrarian Disturbance," pp. 149-50;

"Food Riots and Programs," pp. 150-152;

"The Russian Revolution and Bolshevik Victory," pp. 78-84.

Ewing, p. 373.

Evaluations

Can the students state the reasons for the failure of the Provisional Government to retain power?

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Understand and apply information on the success of the Bolshevik Revolution.

Suggested Activities and Procedures

Have the students find out the answer to the question: "Why did the Bolsheviks succeed in carrying out the Revolution?"

Have the students find out about the roles of Lenin, Trotsky, and Stalin in the Revolution.

Have the students discover the problems which faced Lenin as a Communist, ideologist, and a revolutionary leader in the early days of the revolution.

Test the validity of Lenin's statement: "Power was lying in the streets; we picked it up."

Have the students compile an extended list of those ingredients which made for a successful revolution and comment critically upon them.

Play record/filmstrip The Russian Revolution, Band 5 and discuss what it demonstrates about the success of the Bolshevik Revolution.

Have a student research the eyewitness accounts of the revolution and make critical comments on them.

Lead a class discussion on the theme "Bread, Land, and Peace."

Sources:

Harcave, pp. 486-522.

Rieber and Nelson,

"Nikolai Lenin, Organizer of Revolution," pp. 121-123,

"How Communism Came to Russia," pp. 146-153;

"The Struggle of John Reed," pp. 246-251.

Oliva, pp. 178-182; pp. 189-194.

Curtiss, The Russian Revolutions of 1917,

"The Fall of the Winter Palace," pp. 160-163;

"Meeting of the Petrograd Soviet," pp. 164-171.

Moorehead, The Russian Revolution.

EAV Filmstrip/Record, The Russian Revolution.

Revolution in Russia, 1917, F4394.

Evaluation

Do the students understand the reasons for the immediate success of the Bolshevik Revolution?

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Understand and apply information on the Soviet regime's ability to survive external and internal crises.

Suggested Activities and Procedures

Lead a discussion on the perils facing the new regime in the period immediately following the establishment of the Soviet state.

Ask students to choose a particular external or internal problem related to the period for further study and ask them to comment both on how the issue was resolved or unresolved and what its resolution meant to the Bolsheviks, anti-Bolsheviks, and international powers.

Introduce the film Civil War and Allied Intervention. Ask some students to compose a movie review stressing the significance of the crises and the importance of their outcomes to the Soviet leaders.

Have a student read and comment on Pasternak's Dr. Zhivago as it applies to the period.

Sources:

Harcave, pp. 523-547.

Rieber and Nelson,

"Mrs. Ivanov's Nightmare," pp. 153-156;

"The Early 1920's: Starvation and Disease," pp. 182-185.

Oliva, pp. 186-88.

Pasternak, Dr. Zhivago.

Soviet Union 1918-1920: Civil War and Allied Intervention, F4395.

Evaluation

Give a test which will evaluate the students' ability to understand the significance of this period to the Bolshevik leadership.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Analyze the relationships between the New Economic Policy and the five-year plans.

Suggested Activities and Procedures

Discuss within the class the economic, social, and psychological condition of the Soviet people at the end of the Civil War.

Assign a committee of students to report on the New Economic Policy as a "tactical retreat" from the goals of the Bolshevik leaders.

Divide the class into study groups, and ask the students to discover the similarities and differences of the NEP and the five-year plan and their influence on the Soviet people. Have students identify and discuss the strengths and weaknesses of each of the economic systems from the standpoint of their political as well as their economic implications for the society.

Have an interested student explore the problem of the Kulaks in the struggle for collectivization.

Have an interested group of students examine the redirection of the arts during the 1920's.

Sources:

Harcave, pp. 548-572; 588-617.

Rieber and Nelson,

 "The New Economic Policy," pp. 186-187;

 "How Soviet Workers Lived," pp. 188-190;

 "The Price of Industrial Progress," pp. 191-192;

 "Peasant Resistance to Collective Farms," pp. 192-195;

 "Hostility on the Farm," pp. 196-197.

Oliva, pp. 201-204.

Froncek, The Horizon Book of the Arts of Russia, chaps. 9-13.

Deutscher, Stalin, A Political Biography.

Stalin, F4471.

Filmstrip, The Rise of Communism, Part II.

Evaluation

Test students' ability to analyze the two economic programs as they relate to the Soviet power structure, the needs of the people and their role in the society, and Communist ideology.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Understand and apply information on the struggle for political power between Stalin and Trotsky.

Suggested Activities and Procedures

Assign a small group of students to research the biographies of Stalin and Trotsky with special attention to those issues which led to their struggle for power after Lenin's death.

Lead a class discussion on the characteristics of Stalin and Trotsky as political leaders and the significance of Stalin's victory and Trotsky's defeat.

Ask a student or group of students to chart Stalin's rise to and Trotsky's demise from power. Have the students assess the importance of ideology in the Stalin-Trotsky controversy.

Several authorities on Soviet affairs claim that a Stalin was essential for the Soviet Union during this period. Critically examine the idea.

Explore the meaning and implications of "Socialism in One Country" and the "Permanent Revolution" in their historical and political contexts.

Sources:

Harcave, pp. 582-287.

Rieber and Nelson,

"Stalin Takes Control," pp. 156-158;

"Socialism in One Country," pp. 124-127.

Deutscher, Stalin: A Political Biography.

Deutscher, The Prophet Unarmed.

Stalin, F4471.

Evaluation

Ask students to support the position that Stalin was better able to use the political power system in Russia than Trotsky.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Understand that Stalin was able to wield overwhelming power to control the Soviet society.

Suggested Activities and Procedures

Review with the students the importance of the Communist Party in general and Stalin's political power in particular by 1928.

Have the students research the purges both as they reflect upon Stalin and his time and on the course that Communism and the Soviet system took. Reflect on the various consequences to the power structure and the people.

Compare Marxism, Leninism, and Stalinism. What generalizations can be made about Communism and the Soviet system?

Sources:

Harcave, pp. 640-646.

Rieber and Nelson,

"The Secret Speech of Nikita Khrushchev," pp. 128-33;

"Purges Under Stalin," pp. 159-160;

"Politics and the Writing of History," pp. 218-220;

"Politics and Soviet Literature," pp. 220-221.

Oliva, pp. 207-210.

Deutscher, Stalin, A Political Biography.

Conquest, The Great Terror.

Stalin, F4421.

Filmstrip, The Rise of Communism, Part II.

Evaluation

Do the students understand the meaning of Stalinism in the development of the Soviet Socialist state and Communist ideology?

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Receive, manipulate, and understand information on the Soviet leaders' concern with the international Communist movement and the nation's national security between the World Wars.

Suggested Activities and Procedures

Review with the students the "internationalness" of Communist theory and the requisites of concept of national security. Ask students to state pertinent problems which these two concepts created for the Soviet Union, 1919-1939.

Ask a group of students to check their conclusions by individual study and discussion groups on Europe, the Middle East, China, and the United States.

Have a student study the role of the Comintern in 1920's to 1930's and present his findings to the group.

Ask a group of students to research the rise of Facism (Nazism) in Germany under Hitler's leadership and present their conclusions as they relate to the general European condition, Communism, and the position of the Soviet Union in international affairs.

Ask the students to assess the responsibility of the Soviet leadership in the collapse of collective security prior to World War II.

Sources:

Harcave, pp. 572-581, 611-615, 647-654, 655-663.
Rieber and Nelson,
 "Stalin and International Communism" pp. 252-253;
 "Betrayal in Italy," pp. 254-257;
 "The Soviet-German Pact," pp. 259-261.
Oliva, pp. 210-211.
Deutscher, Stalin, A Political Biography.
Churchill, The Gathering Storm.
Werth, Russia At War, 1941-45.
Shirer, Rise and Fall of the Third Reich.
Stalin, F4471.
Czechoslovakia, F727.
Hitler Invades Poland, F1242.

Evaluation

Test student's ability to organize, present, and reach valid conclusions on the general problems of Communist ideology and Soviet national security between the two World Wars.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Understand the role the Soviet Union played in the military and diplomatic affairs in World War II.

Suggested Activities and Procedures

Review with students the problems that the German invasion held for the people and leaders of the Soviet Union as well as the allies.

Use various visual techniques to present the military aspects of the war.

Have several students study various pertinent sections of Werth's Russia At War and present their findings to the class.

Show film Victory in Europe. Discuss the Soviet role in the outcome of the war.

Review with students the diplomatic issue with which the allies had to deal, and ask them to raise problems in the position of the Soviet Union.

Have the students test the problems through a consideration of the war-time conferences.

Have the students present conclusive evidence of the Soviet position on the wartime conferences.

Have the students present conclusive evidence of the Soviet position on these problems and speculate on the possible consequences of decisions.

Have students compare the influence of World War I and World War II on the Soviet Union.

Have students evaluate Stalin, Roosevelt, and Churchill as war leaders.

Have students discuss the implications of the war victory to Communism as an ideology and to the national security and international position of the Soviet Union.

Ask a student or several students to explore the people's reaction to the war and the social and cultural changes which the leadership made as a result of the invasion.

Sources:

Harcave, pp. 663-682, 682-687, 688-691.

Rieber and Nelson,

"Panic in the Streets," pp. 160-163;

"The Defense of Moscow," pp. 163-165;

"The Strange Alliance," pp. 261-263;

"Betrayal in Poland: 1944," pp. 264-266;

"Negotiating With the Russians," pp. 266-267.

Oliva, pp. 212-218; 227-235.

Deutscher, Stalin: A Political Biography.

Feis, Churchill, Roosevelt, Stalin: The War They Waged and the Peace They Sought.

Evaluation

Give a test which will evaluate the students' ability to reach valid conclusions about the significance of Russia's role in the war.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Analyze the development of the Soviet's international affairs during the Cold War.

Suggested Activities and Procedures

Review with the students the frictions within the "Grand Alliance" which contributed to the development of the Cold War.

Ask some student to explore the ideological implications of the Cold War and present their findings to the class for discussion.

Ask a group of students to explore the implications of the Cold War to national security and Soviet power and present their findings to the class for discussion.

Divide students into research groups to assemble and interpret materials on the following topics of the Cold War:

The development of the Socialist satellites states
The Chinese Communist Revolution
Soviet responses to post-war involvement of the United States in Europe and Asia

Present the student with a list of events of the Cold War. Have them interpret these events from the Soviet point of view.

Show Czechoslovakia (F727) and discuss the importance of that country to the issues presented by the Cold War.

Sources:

Harcave, pp. 692-711; 711-722.

Rieber and Nelson,

"Soviet Tactics in the United Nations," pp. 278-280;

"Response to Communism: Aid to Greece and Turkey," pp. 280-281;

"Response to Communism: The Marshall Plan," pp. 281-283;

"United States Foreign Policy: China," pp. 283-287;

"How Czechoslovakia Became Communist," pp. 287-292;

"Response to Communism," pp. 292-294;

"The Korean War," pp. 294-300;

"The Cold War: Past and Future," pp. 307-309;

"The Conscience of a Conservative," pp. 319-312;

"The Meaning of Coexistence," pp. 312-315.

Oliva, pp. 244-246; 247-249; 251-257.

Seton-Watson, East European Revolution.

Czechoslovakia, F727.

Poland, F2750.

The Cold War Decade: Korea, F1246, F1247.

Soviet Union in Maps.

Evaluation

Have the students satisfactorily analyze the characteristics of Soviet Foreign policy during the Cold War.

- V. *Modern Russia, The Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Evaluate Stalin's role as leader of the Soviet Union.

Suggested Activities and Procedures

Review with the students Stalin's position in the Soviet Union up to 1953.

Show film *Death of Stalin*, asking the students to use it as a means of understanding and evaluating Stalin's role as Soviet leader. Agree on criteria for the evaluation.

Set up research teams which will explore separate aspects of the evaluation scale.

Examine the Soviet political system at Stalin's death from the standpoint of power, succession, and personalities involved.

Have students discuss the implications of Stalin's death to the successors to power and to the people.

Debate the issue: "Was Stalin necessary?"

Sources:

Harcave, pp. 711-722.

Rieber and Nelson,

"Joseph Stalin: Socialism in One Country," pp. 124-127;

"The Secret Speech of Nikita Khrushchev," pp. 128-132;

"Portrait of Joseph Stalin," pp. 165-168.

Oliva, pp. 244-246.

Deutscher, *Stalin: A Political Biography*.

Death of Stalin, Part I and II, F2262.

Stalin, F4471.

Filmstrip, *Rise of Communism*.

Evaluation

Have students write a critical evaluation of Stalin's role as leader of the Soviet Union, using at least two basic criteria.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Evaluate the impact of Destalinization and Peaceful Coexistence on Soviet society during the Khrushchev era.

Suggested Activities and Procedures

Review with the students the problems which the Stalin period presented to leadership and the people.

Trace Khrushchev's rise to power.

Have the students arrive at a thorough definition of the words Destalinization and Peaceful Coexistence and make a list of problems which the words suggest, for further study.

Have several groups of students measure the effects of Destalinization and Peaceful Coexistence on the Soviet people on various aspects of Soviet society, and on the world.

Assign a specialist or specialists to assess the influence of Khrushchev's policy of Peaceful Coexistence on the Soviet Union's international policies toward the satellites, Europe, the United States, China, and Southeast Asia.

Show films Khrushchev, Mao Tse-Tung, Fidel Castro. Discuss their implications to the problem of Destalinization.

Evaluate Khrushchev's domestic and international leadership with particular reference to Destalinization.

Sources:

Harcave, pp. 723-740.

Rieber and Nelson,

"The Secret Speech of Nikita Khrushchev," pp. 128-133;

"The Red Rift: Mao Against Khrushchev," pp. 134-139;

"Castro's Cuba," pp. 139-143;

"Filling Stalin's Shoes," pp. 168-176;

"Has the Soviet System Changed Since Stalin?" pp. 176-179;

"Revolt in Hungary," pp. 267-271;

"Communist Strategy and Tactics," pp. 271-275;

"The Cold War: Past and Future," pp. 307-309;

"A Conservative's View of the Cold War," pp. 309-312;

"The Meaning of 'Peaceful Coexistence'," pp. 312-315.

Crankshaw, Khrushchev's Russia.

Khrushchev, F4497.

Fidel Castro, F2614.

Mao Tse-Tung, F2696.

Evaluation

Give a test which evaluates the students' understanding of Destalinization and Peaceful Coexistence as it applies to the Khrushchev era.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which still holds to the continuity of the past.*

Behavior and Content

Understand and apply information on the contemporary position of the Soviet Union and its internal development and its possible links with Russia's past.

Suggested Activities and Procedures

Introduce the filmstrips listed below, asking students to write discussion questions and research problems they wish to explore in the Soviet Union's internal development. Ask the students to note examples of traditional Russian characteristics. Divide the students into interest groups and ask them to answer these questions by research and speculation.

Make up a list of research and discussion questions students want to answer on the present and future development of the Soviet system. These may include:

- The basic organization, problems, and goals of Soviet agriculture and industry
- The relationship between the Communist party and the Soviet government and the people
- The Soviet attitude toward athletics and culture
- The Brezhnev-Kosygin regime - its attitudes toward and responses to the needs of the Soviet society
- An examination of the changes which have come about since the Stalinist period and/or the Khrushchev era
- The place of the Soviet intelligentsia in the contemporary Soviet society
- The Soviet youth: their life and expectations
- The Soviet as a welfare state
- The Soviet space effort
- The Soviet society as a computer society

Have students make out a list of predictions about the Soviet Union's future development. Ask them to support their predictions and comment on the implications of these predictions.

Sources:

"Communism - What You Should Know About It and Why" -- Filmstrip series.

Communism as Practiced in the Soviet Union, F6383.

Stalin to Khrushchev, F6382.

Economic Life in the Soviet Union, F2198.

Cultural Life in the Soviet Union, F1874.

Citizen in a Soviet Dictatorship, F2148.

Rieber and Nelson,

"Has the Soviet Union Changed Since Stalin?" pp. 176-179;

"Consumer Goods in the Soviet Union," pp. 206-208;

"Problems of Soviet Agriculture," pp. 208-209;
"A Walk Along Prospect Mire," pp. 212-215.
Current History, October 1970.

Evaluation

Do the students understand that the revolutionary change in Soviet life has been accompanied by traditional Russian characteristics?

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which holds to the continuity of the past.*

Behavior and Content

Understand and apply information on the contemporary position of the Soviet Union in international affairs as it applies to traditional Russian attitudes.

Activities and Procedures

Review with the students the legacies of the Stalin and the Khrushchev eras.

Lead a class discussion on the tensions created for the Soviet leadership in the conflict between Communist ideological imperatives and the requirements of national and world politics.

Ask students to research this problem on a global basis and to look especially for evidence of traditional policy.

Western Europe
Eastern Europe (Czechoslovakia, etc.)
Asia (the Sino-Soviet split)
Latin America (Cuba, Chile, etc.)
Africa
Middle East (Egypt, Israel, etc.)

Explore the conclusions of the research as they clarify the theme.

Sources:

Harcave, p. 740.

Current History

"Soviet Union," October, 1969;
"Soviet Union," October, 1970;
"Middle East," January, 1971;
"Mainland China," September, 1970;
"East Europe," May, 1971.

Ulam, Expansion and Coexistence.

Evaluation

Have students submit their research for evaluation. Check for their adherence to the basic theme.

- V. *Modern Russia, the Soviet Union, confronts the world as a great and changing nation which holds to the continuity of the past.*

Behavior and Content

Evaluate the historical development of the Soviet Union in terms of the students' system of values.

Suggested Activities and Procedures

Ask the students to formulate a list of personal and social values that they consider basic to man's existence and measure what they have learned so far about Russia according to this value structure.

To do this, the teacher may ask the students to consider these problems:

In what ways and to what extent can the Soviet Union be considered progressive and/or regressive?

To what extent has the foreign policy of the Soviet Union been based on ideological requisites and/or the historical experiences of the Russian nation?

What validity is there in the argument that the Soviet and American societies are evolving toward a "Middle Ground?"

To what extent has the Soviet experience been a fulfillment or a betrayal of the ideals of Communism and the concept of its type of revolution?

Construct a value system for such a society as the Soviet Union is supposed to be, and critically evaluate the society's abilities in fulfilling these evaluative goals.

Sources:

Basic resources

Resources brought in on the students' initiative

Evaluation

Do the students possess a value system which enables them with assurance to make valid conclusions about the Soviet society?

Are the students able to understand the value system upon which the Soviet system is based?

Do the students appreciate the tensions which value systems and historical developments present to men and nations?

IMPORTANT DATES IN RUSSIAN HISTORY

860-1240	Period of Kiev, Russia
988	Baptism of Vladimir and religious conversion of Russia
1223	First Mongol invasion
1237-1242	Mongol conquest of Russia
1240-1480	Mongol period
1242	Victory of Alexander Nevsky over the German order; "Battle of Ice"
1326	Establishment of Metropolitan in Moscow
1367-1368	First stone fortification of Moscow Kremlin
1430-1466	Disintegration of Golden Horde
1547	Coronation of Ivan the Terrible
1552	Capture of Kazan
1587-1598	Boris Godunov as "Lord Protector"
1604-1613	Time of Troubles
1613	Election of Michael Romanov as Tsar
1670-1671	Revolt of Stenka Razin
1689-1725	Reign of Peter I, the Great
1703	Foundation of St. Petersburg
1721	Holy Synod replaced Patriarch
1755	Foundation of Moscow University
1762-1796	Reign of Catherine II, the Great
1772	First partition of Poland
1773-1775	Revolt of Pugachev
1783	Incorporation of Crimea
1801-1825	Reign of Alexander I

1812	Napoleonic invasion
1825-1855	Reign of Nicholas I
1855-1881	Reign of Alexander II
1861	Emancipation of the serfs
1864-1865	Conquest of Central Asia
1867	Alaska sold to U.S.
1872	Russian translation of Marx's <u>Das Kapital</u>
1873	Beginning of movement "To the people"
1881-1894	Reign of Alexander III
1891	Beginning of Trans-Siberian railroad
1894-1917	Reign of Nicholas II
1898	Moscow Art Theatre founded
1900	Occupation of Manchuria
1904-1905	Russo-Japanese War
1905	Revolution: General Strike, October Manifesto, Moscow Rising
1914	World War I
March, 1917	Abdication of Nicholas II; provisional government
April, 1917	Lenin returns to Russia.
July, 1917	Kerensky becomes Premier.
Oct. 1917	Bolsheviks decide on armed uprising.
Nov. 1917	Bolsheviks seize power.
1918-1920	Civil War
1920	Formation of U.S.S.R.
1924	Lenin dies.
1928	First Five-Year Plan
1929	Forced collectivization begins.

1933	U.S. recognizes U.S.S.R.
1936	Stalin constitution promulgated
1936-1938	Purged trials
1939	Nazi-Soviet Pact
1941	Nazi invasion
1943	German surrender at Stalingrad
Nov.-Dec., 1943	Teheran Conference
Feb. 1945	Yalta Conference
July-Aug., 1945	Potsdam Conference
1945	Vienna and Berlin taken by Russians
1945-1948	Communist regimes installed in Rumania, Bulgaria, Poland, Hungary, Albania, and Czechoslovakia
1946	Churchill's "Iron Curtain" speech
1946-1950	Fourth Five-Year Plan
Aug., 1948	Blockade of Berlin
1949	U.S.S.R. gets atomic bomb.
Oct., 1949	People's Republic of China established by Mao Tse-Tung
June, 1950	Korean War begins.
March 5, 1953	Death of Stalin
May 14, 1955	Warsaw Pact
July, 1955	Geneva Summit Meeting
1956	Khrushchev's "secret speech" condemns "cult of the individual."
Nov., 1956	Hungarian uprising
1957	Sputnik
April, 1957	Khrushchev becomes Premier.
1958	Pasternak's <u>Dr. Zhivago</u> awarded Nobel Prize
1961	Gagarin becomes first man in space.

Oct., 1962	Cuban missile crisis
Oct. 14, 1964	Khrushchev ousted and replaced by Aleksei Kosygin and Leonid Brezhnev
August, 1968	Soviet troupes occupy Czechoslovakia.
Dec., 1970	Workers demonstration in Poland; Gomulka ousted
May, 1971	Cosmonauts experiment with space station; perish.

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- "The Aftermath of the Czech Invasion"
- "Soviet Policy in the Middle East"
- "Soviet Russia and Southeast Asia"
- "The United States and Soviet Russia"
- "The Soviet Economy"
- "Recent Developments in Soviet Science and Technology"

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- "Czechoslovakia in Transition"
- "Poland: Myth vs. Reality"
- "Two Germanies: A Nation with a State"
- "USSR: East Europe and the Socialist Commonwealth"
- "Yugoslavia: The Diplomacy of Balance"

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- "The United States and the Soviet Union: The Elusive Peace"
- "The Soviet Union and West Europe"
- "Soviet Aims in East Europe"
- "The Soviet Interest in the Middle East"
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- "The Soviet Dual Economy"

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- "The United States and East Europe"
- "New Course in Communist-Ruled Poland?"
- "Yugoslavia's Future"
- "Czechoslovakia Three Springs Later"
- "Hungary: The Politics of Reform"
- "German Policy Toward East Europe"

National Geographic, May, 1971.

- "Leningrad, Russia's Window on the West"

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F 258	<u>The Volga, I, II</u>
F 575	<u>Two Views of Socialism</u>
F 1123	<u>Social Revolution</u>
F 1403	<u>Nightmare in Red, I, II</u>
F 1980	<u>Russian Life Today</u>
F 2077	<u>The Soviet Union</u>
F 2128	<u>Russian Communist Revolution</u>
F 2250	<u>The War (Red Myth Series)</u>
F 2251	<u>The Overthrow of Social Democracy (Red Myth Series)</u>
F 2262	<u>Death of Stalin, I, II</u>
F 2911	<u>Marx</u>
F 2969	<u>Hungary and Communism</u>
F 4041	<u>Fifty Years of Communism</u>
F 4314	<u>Do the Russians Really Want War?</u>
F 4326	<u>Czechoslovakia in Chains</u>
F 4394	<u>Revolution in Russia, 1917</u>
F 4395	<u>Soviet Union: Civil War and Intervention</u>
F 4429	<u>The Soviet Challenge</u>
F 4471	<u>Joseph Stalin</u>
F 4497	<u>Nikita Khrushchev</u>
F 4615	<u>Communism and Conflict: The Dragon and the Bear</u>

Also available from McGraw-Hill:

The Kremlin, I, II
Leningrad, I, II
Lenin and Trotsky
Revolt in Hungary

FILMSTRIPS FOR RUSSIAN HISTORY

Educational Audio-Visual	<u>The Russian Revolution</u>
Guidance Associate	<u>The Rise of Communism</u> <u>Soviet Union Today: Its People and Their Way of Life</u>
Holt, Rinehart & Winston	<u>Comparative Political Systems: An Inquiry Approach</u>
McGraw-Hill	<u>Cultural Life in the Soviet Union</u> <u>Citizen in a Soviet Dictatorship</u> <u>Economic Life in the Soviet Union</u> <u>History of Communism, Stalin to Khrushchev</u> <u>Communist Expansion in Europe</u> <u>Communism as Practiced in the USSR</u>
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T 716 Dostoevsky
T 1141 Czech Blueprint for Freedom

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The Hammond Transparency Series USSR
Fenton-Wallbank Transparency Russian Economic Growth TR-354